



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminister Street
Providence, Rhode Island 02903-3400

**E-VERIFY
PROGRAM
EMPLOYER**

Deborah A. Gist
Commissioner

VACANCY NOTICE

AUGUST 23, 2010

**DIVISION OF ACCOUNTABILITY & QUALITY ASSURANCE
TRANSFORMATION OFFICE**

***TRANSFORMATION SPECIALIST**

\$74,373 - \$90,373

With support from federal Race to the Top funds, the R.I. Department of Elementary and Secondary Education (RIDE) is recruiting a number of talented and dynamic professionals and support staff to help us transform education in Rhode Island and prepare all of our students for success in college, careers, and life. Our exciting, high-energy environment offers a wonderful opportunity for innovative, resourceful, and dedicated individuals looking to make a difference in the lives of students and to make our public schools America's best.

APPLICATION PERIOD:

All resumes must be received or postmarked
on or before **September 3, 2010**
or until position is filled.

APPLICATION REQUIREMENTS:

Send cover letter, resume and two
current letters of reference to:

Rhode Island Department of Education
Office of Human Resource Development
255 Westminister St.
Providence, RI 02903

or email to: lisa.vieira@ride.ri.gov

PLEASE NOTE:

Candidates selected for interview will be required to submit official transcripts.

**DUTIES AND
RESPONSIBILITIES:**

See attached job description.

REASONABLE ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES CAN BE ARRANGED IN ORDER TO PERFORM THE ESSENTIAL FUNCTIONS OF THE JOB.

***This is a new position at RIDE, and it is to be funded through the Race to the Top grant for the award period of 2010-11 through 2014-15. Funding for continuation of the position beyond the award period is not guaranteed.**

(Position is part of Local 2012, AFT)

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

Telephone (401)222-4600 Fax (401)222-6178 TTY 800-745-5555 Voice 800-745-6575

www.ride.ri.gov

The Board of Regents does not discriminate on the basis of age, color, sex,
sexual orientation, race, religion, national origin, or disability

**DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
NON-CLASSIFIED JOB DESCRIPTION**

TITLE: TRANSFORMATION SPECIALIST

GENERAL STATEMENT OF DUTIES : This position will support the transformation of the states' persistently lowest-achieving schools through: direct interaction, engagement, strategic planning and collaboration with districts to address the specific causes of the academic underperformance of these schools; to , investigate and recommend service providers and consultants demonstrating proven results in the realm of school transformation; work strategically with districts to support meeting the goals outlined in school reform plans; work in conjunction with RIDE partners to visit and evaluate district and school performance; identify and communicate best practices in schools across the state.

SUPERVISION RECEIVED: Works under the supervision of the Chief Transformation Officer and has wide latitude to exercise independent judgment. Work is subject to review on a periodic basis or upon completion for results achieved and for adherence to professional standards of conduct.

SUPERVISION EXERCISED: Generally none. May work as part of teams and in collaboration with others with wide latitude for the exercise of independent judgment to achieve results. May be involved in providing input to the performance management process as a peer or colleague as appropriate.

ILLUSTRATIVE EXAMPLES OF WORK AND ESSENTIAL FUNCTIONS

Analyzes district plans to understand learning objectives, proficiency benchmarks, timelines, effectiveness measures and outcomes for students in order to rigorously and consistently support schools and districts, their leaders and staffs.

Assists districts in the identification of metrics, timelines and benchmarks by which implementation of interventions and supports will be evaluated;

Compiles data from district School Reform Plans to generate comparative analyses of the feasibility of interventions and supports.

Collaborates with superintendents, school committees, and district leaders to recommend innovations to increase student academic opportunities, including strengthening the academic core, implementing proven approaches to multiple pathways to generate varied opportunities for graduation and choice beyond secondary schooling, early links to colleges/universities and the workplace.

Assists districts in making connections with local businesses to foster understanding at the district level of skills and competencies necessary for access to career of choice.

Perform related work as assigned.

REQUIRED QUALIFICATIONS, KNOWLEDGE AND SKILLS

Knowledge of applicable Federal, State, and Local laws, rules and regulations.

Knowledge of program evaluation practices and procedures.

Knowledge of standards-based curriculum, instruction and assessment, appropriate accommodations to measure achievement and applied learning with emphasis on mathematics, reading and English/Language Arts

Knowledge of instruction and assessment for all student populations, especially special needs learners, low-income students and students of color; English-language learners, limited and non-English proficient students.

Skilled in communicating effectively both orally and in writing.

Skilled in interacting and collaborating with diverse groups and individuals on a wide range of topics and issues.

Skilled in conducting, reading and summarizing studies, analyzing data and preparing reports.

Demonstrated skills in leadership, problem solving and organization.

EDUCATION: Master's degree in education administration, education leadership or closely related field required.

EXPERIENCE:

Five years of school leadership preferred and classroom teaching experience (content- area). Experience with local schools, district or states in reform or transformation and with curriculum evaluation, standards review or materials reviews and assessment.

OR: any combination of education and experience that is substantially equivalent.

Must have own transportation and be available evenings and occasionally on weekends.

Reasonable accommodations can be made for individuals with a disability.

June 2010